



DIVERSITY: OPENING THE DOOR FOR MEANINGFUL DIALOG

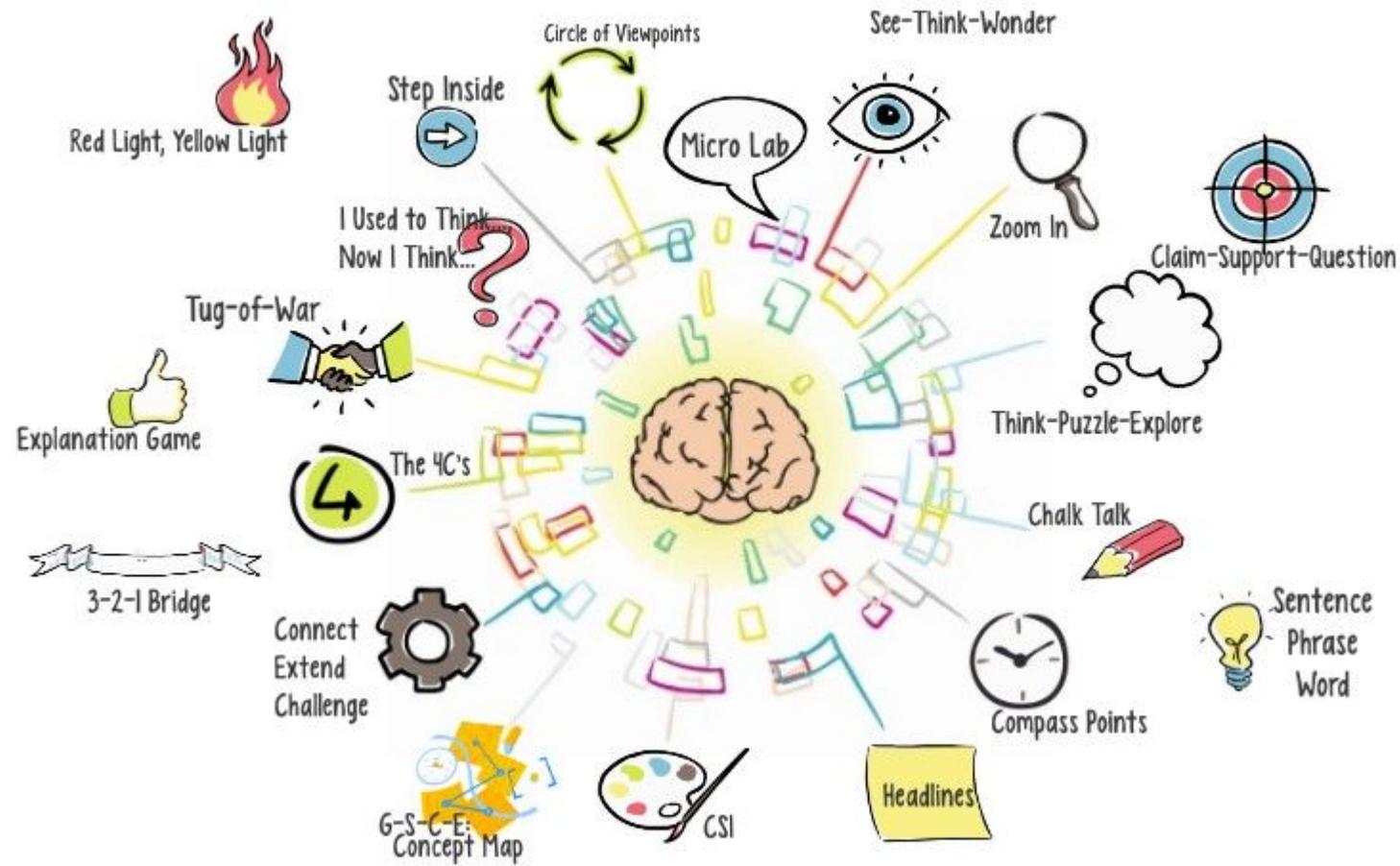
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WHAT DOES DIVERSITY LOOK LIKE?

- What do you think?
- What does your faculty think?
- What does your parent community think?
- What do the students think?

VISIBLE THINKING ROUTINES



The Value of Documenting Thinking

Documentation is illuminating – it gives you a glimpse into learning and understanding.

Visible thinking allows you to build on and extend thinking for a deeper, richer understanding.

Documentation has implication for further instruction and measures growth.

COMPASS POINTS: A Thinking Routine for Examining Viewpoints

- Reflect on each Compass Point question.
- Write what comes to mind on the Post-it notes provided for each guiding question.
- Post your thoughts on the chart paper associated with the guiding question.
- Gallery walk and read what others have posted.
- If anything strikes you as important or interesting place a check mark by it on the chart paper.

N – NEED TO KNOW

What do you need to know about diversity?



W – WORRISOME

What do you find worrisome about diversity?

E – EXCITES

What excites you about diversity at your school?

S – SUGGESTIONS

What suggestions do you have to move diversity and inclusion forward in your school?

EXCITES: What excites you about diversity at your school?

- Becoming *more creative* as a whole, understanding more perspectives, *empathy* development and touching more little minds that may not have opportunity.
- I'm excited about finding ways to *include* all.
- Students will be able to excel by having different opportunities to learn from each other's *different perspectives*.
- Excited that we are striving to provide an environment where all are *included*. This will give our school more of a "*real life*" feel by *embracing diversity*.

WORRISOME: What do you find worrisome about diversity at our school?

- Lowering our standards/academic rigor/behavioral expectations and *not having support*.
- Being *stretched* by being too many things so that we lose who we are.
- Diversity for the sake of diversity (as an end with *no meaning*).
- Diversity being *forced* on us.
- Students and families not being included beyond the walls of our school resulting in *hurt students* or students feeling left out.

NEED TO KNOW: *What questions do you have about diversity?*

- What does diversity *mean* (in this institution, in the classroom, to me)?
- What are our *goals*?
- How can we be “truly diverse” as a “private school”?
- We can only give out so many scholarships.
- We are a religious school which limits diversity.
- Isn't what we do enough?

SUGGESTIONS FOR MOVING FORWARD: What suggestions do you have for moving diversity and inclusion forward in your school?

- Help with how to add diverse perspectives to our curriculum? Where to look for research?
- I need the opportunity to read more on diversity so I will become more knowledgeable.
- Continued open conversation involving varied viewpoints.
- Training on ways to support learning about diversity in our classroom and how to create opportunities for students to develop that empathy?

How to Use the Information

Inform: What came up that you can simply answer?

Educate: Themes that emerge in which professional development could be beneficial.

Explore: A lack of diversity awareness or bias that another thinking routine could be used to inspire a deeper understanding.

Circle of Viewpoints: A Routine for Exploring Diverse Perspectives

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

I am thinking of ... *the topic*... From the point of view of ... *the viewpoint you've chosen*.

I think... Learners describe their thoughts from the prescribed point of view.

A question I have... Learners ask a question from the prescribed point of view.

For example:

*"I am thinking of **DIVERSITY** from the point of view of that **it will change our school traditions and culture.**"*

I THINK...

Describe the topic from that point of view

I think:

“It will fundamentally change our school.”

“I will have to communicate and teach differently than I’m used to.”

“I could offend someone and get in trouble.”

“I’m afraid...”

A QUESTION I HAVE FROM THIS VIEWPOINT IS...

Ask a question from this viewpoint

“How can I learn to teach students from diverse backgrounds without offending them?”

“If our school culture does change, what will it be like?”

“Who can I talk to further about this?”

The 3 Y's Thinking Routine Global Competency

Present learners with an issue, image, or problem that has large scale implications.

Ask learners to consider the following questions:

- Why might this [topic, question] matter to me?
- Why might it matter to people around me [family, friends, city, nation]?
- Why might it matter to the world?

WRAP UP

What new ideas do you have about the topic that you didn't have before?

What new questions do you have?

Answers will vary and it will set up your next level of discussion.



QUESTIONS?

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